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Mother Tongue as a Medium of Instruction at Elementary Level

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Abstract

The research was descriptive study. It was about: “Mother tongue as a Medium of Instruction at Elementary Level”. The population of the study was all the elementary schools of both sector English and Urdu medium in district Haveli. Sample was selected randomly from all the schools of district Haveli. Total 100 students, 80 teacher and 30 parents were selected as sample mother tongue as a medium of instruction at elementary level. The data was collected through a questionnaire from the students, teachers and parents. Data was analyzed through graphical method. The research questions were: 1.What is the meaning of mother tongue? 2. How is mother tongue used in learning process? 3. What is the importance of mother tongue as medium of instruction? 4. What is the importance of mother tongue in child learning? 5. What is the views of Parents and teachers about medium of instruction? Major findings were included that: Majority of the students, teachers and Parents agrees that Mother tongue as a medium of instruction at elementary level, satisfaction and they agree that Mother tongue are good in teachers training. The researcher made the following recommendations: textbook may be available in mother tongue and medium of instruction. Textbook may be in mother tongue at elementary level for making learning more effective. Expert teachers may be available in school for teaching mother tongue at elementary level. Teachers may be trained in both mother tongue and medium of instruction.

Key Words: Mother Tongue, Medium of Instruction, Elementary Education, Language in Learning, Teacher Training

Introduction

Language is a symbol to fulfilling the cognitive and communicative functions in the process of human activity. Language in education and education in language has always been efforts of interest among social scientists in general and linguists and language activists in particular (Margaret, 2008). Native speakers are considered to be an expert on their given language because of their natural achievement process regarding the language, as opposed to having learned the language later in life. That is achieved by personal interaction with the language and speakers of the language. Native speakers will not necessarily be knowledgeable about every grammatical rule of the language, but they will have good "intuition" of the rules through their experience with the language. Linguists are primarily concerned with the matrix of languages from the perspective of syntax, semantics, pragmatics and discourse mostly; however, the language activists are the people who focus on language vitalization of minority languages through different activities at the levels of academia and society. Thus, every linguist can be a language activist but every language activist may or may not be a linguist. On the whole, with the emergence of language activism (Margaret, 2008 & Penfield et al. 2008) mother tongue as medium of instruction in education has become a critical issue of linguistically diverse countries including Pakistan. Pakistan's linguistic scenario consists of more than sixty languages and roughly 10-15 languages only are used in both oral and written traditions.

Mother-tongue education at least in early years can enable teachers to teach, and learners to learn more effectively. While we talk about the mother tongue instruction, we take the second meaning of the term. There is debate whether students to be taught in their mother tongue or the language that has international recognition. Using mother tongue as a medium of instruction also helps children learn to read faster as they already have a repository of vocabulary, knowledge of the grammar, and the ability to pronounce the sounds of the language. Mother tongue languages in a multilingual approach are essential components of quality education, which is itself the foundation for empowering women and men and their societies (UNESCO, 2016). In other words, mother tongue education (MTE) represents an essential condition for peace, sustainable development, poverty reduction, economic growth, decent employment, gender equality and responsible global citizenship. For example, if a child has developed the ability to guess the meaning of a word through its context, or to infer meaning by reading between the lines, these skills are easily transferred when they begin

studying in a second language. It is much harder, however, to teach these abstract skills directly through a second language. The main goal of original education was to transmit and reserve family and community culture. Education was meant to impart fundamental knowledge, skills, and values to children. Learning took place at all times and anywhere and it was the responsibility of the whole family and community to educate children, unlike today when the responsibility has been left mainly to teachers. Language is a powerful means of communication which has enabled us to be more developed in comparison to other creatures so far found in the world. It is the principal means used by human beings to communicate with one another. It is that divine gift for human being, 'species specific to man' that has enabled us to enjoy the pleasure available in the world. Our identity lies in the culture we follow. One of the most powerful forms of symbolization and central feature of all human culture is language. Moreover, it is a part of culture which is a system of symbolic verbal and sometimes written representation learned within a particular culture.

It is a practice that leads to limited or non-existent learning and achievement of knowledge and skills, separating experiences, and high drop-out and repetition rates. To improve the quality of education, language policies need to take account of mother-tongue learning. Models of education which ignore the mother tongue in the early years can be unproductive, ineffective and have a negative effect on children's learning. This prior knowledge facilitates learning to read and comprehend texts and thus this facilitates learning (Walter & Dekker,). Moreover, children who understand the language of instruction actively attend classes and are less likely to drop out (Smits et al., 2008). Furthermore, using mother tongue as a medium of instruction boosts children's self-confidence and improves the quality of education by tapping into the existing knowledge base of both teachers and learners. Generally, the early years of learning are very crucial in a child's overall development as teaching in a language that is familiar to the child makes learning comfortable, effective and meaningful (UNESCO, 2013).

Well, roughly 6,500 languages are spoken in the world today. Each and every one of them make the world a diverse and beautiful place. Sadly, some of these languages are less widely spoken than others. Almost 7, 117 languages are spoken all over the world, which is impossible to learn every language, so we used to speak language depending upon where we are living. Then there comes the role of most spoken languages in the world. There are 573 known extinct languages. These are languages that are no longer spoken or studied. Many were local tongues

with no records of their alphabet or wording and so are forever lost. People speak as many as 75 languages in Pakistan, according to Ethnologies, a website on languages. Sixty-six languages are local and eight are foreign, it said. Urdu is Pakistan's national language, but only 10 percent of the speak it. (Google 2021)

Languages in Kashmir

Languages

• Official Urdu English

• Spoken Pahari- Kashmiri Shahi Poth Wari Gojri Hindko Kundal
Pashto

Elementary and Secondary Schools Of AJK

Number of Teachers (Public Sector)

NO	Level	Male	Female	Total
1	Primary Schools	4,298	4,539	8,837
2	Middle Schools	3,832	3,195	7,027
3	High Schools	7,162	4,683	11,845
4	Higher Secondary Schools	547	785	1,332
	Total	15,839	13,202	29,041

Enrollment in Educational Institutions (Public Sector)

No	Level	Male	Female	Total
1	Primary Schools	128930	99,561	228,491
2	Middle Schools	70325	57,410	127,735
3	High Schools	93544	72,229	165,773
4	High Secondary Schools	5697	9,791	165,773
	Total	298,496	238,991	537,48

Educational Institution in AJK

No	Level	Male	Female	Total
1	Primary Schools	2,380	1,923	4,303
2	Middle Schools	554	526	1,080
3	High Schools	554	526	1,080
4	High Secondary schools	401	361	762
5	Elementary Colleges	41	62	103
6	Argo technical Collages	5	5	10
	Total	3,382	2,877	6,259

Number of Institutions in AJ&K (Private Sector)

No	Level	Total
1	Primary /Middle Schools	791
2	High Schools	988
3	High Secondary Schools	11
	Total	1800
4	No of Teachers	10,000
5	Total Enrollment	200,000

Objectives of the Research

1. To know about the use of mother tongue in education process.
2. To understand about the effective use of medium of instruction.
3. To study the usefulness of mother tongue in learning process.
4. To study about the mother tongue and second language scope in learning.
5. To study about the views of parents about medium of instruction.
6. To analyze student's perceptions about mother tongue as medium of instruction.

Literature Review

The making assessed use out of neighborhood language as an arrangement of bearing at a lower level or basic degree of direction might be imperative to the understudies since understudies at that age satisfactorily work together with a prominent language and first language is their instrument of thought. Regardless, the contrasts between first language (L1) and second language (L2) - may either

move or meddle with L2 getting. It will overall be deduced that beyond question there is impedance or move (negative or beneficial outcome) of fundamental language to English. The initial that overflows from these disclosures is that they don't clearly draw out an evaluation of first language and its effect on execution of English in the setting being examined. The language of instruction has repercussion on students' academic success. There is positive and significant correlation between language performance and performance in other academic subjects (Owu-Ewie, 2012). This implies that students who are proficient in the language of instruction generally perform well in subjects taught in that language. The corollary of this, according to Qorro (2009) is that students who are not proficient in the language of instruction generally perform poorly in subjects taught in that language.

The language of instruction plays a major role in ensuring effective communication in the classroom. This is realized when the child's primary language is used. Mensah (2010), for example in a study on Pedagogic language policy in Ghana and its implementation in primary schools at Ketu Education District in the Volta Region of Ghana among primary schools, found that teachers were in agreement that the use of the local languages are more reliable vehicles of communication through which pupils learn better and faster.

Examiners like Kamano (2011) and Bamgbose (2000) have incorporated the importance of inspiration strength, a decent mental self-view as a way to deal with oversee educating English. Different experts have shown that there is a relationship between the use of neighborhood language and overwhelming of English limits. They don't examine first language and its impact on execution of English. Accordingly, there is need to break down the utilization of neighborhood language and its persuasions the getting of English limits. Likewise, there is need to discover not just the obviousness of utilization of first language at any rate whether use of fundamental language has an impact a day and a huge segment of the introduction of English in Gatundu. The making disapproved has likewise examined the issue of code exchanging, code blending and the way of associates towards utilization of fundamental language. It has comparatively been seen that educators have not wondered whether or not to repulse understudies for talking neighborhood language in the school premises. Most schools have inside language advances toward that boycott the use of first tongues in the school compound with a condition of improving the introduction of English. This assessment tried to check whether there was an impact of utilization of nearby language on execution

of English so, in what ways does the utilization of first language impact the students' presentation in English? The insufficiencies and shortcoming from different examinations have prompted different researchers for example, Hasindu (2011) and Ochieng (2006) to suggest that an investigation be done because of primary language on execution of English. Thus, the specialist tried to see if there is an impact of utilization of native language in open day auxiliary schools of Gatundu District on understudies' exhibition in English.

The writing broadly talks about those students' disposition towards issues identified with educating getting the hang of, including utilizing primary language as a mode of guidance, affects instructing learning by and large and on their scholarly accomplishment specifically (Lerra, et al., 2013; Brock-Utne and Mercer, 2014; Le Motte, 2008). Students' disposition towards utilizing primary language as a vehicle of guidance radiates from their mindfulness about its advantages; that is, understudies who are very much aware of the advantages of learning in primary language are bound to have an uplifting outlook towards utilizing it as a mechanism of guidance. Language skill is another important factor influencing academic success.

Murray (2012) reported that the weak language skills of students have become a problem even for Australian students. Even though the official and predominant language in Australia is English, the language skills of minority students and international students became an issue such that a national symposium was convened in 2007 by the Australia Education International (AEI) and the International Education Association of Australia. As a result of this symposium, a document on the good practice principles for English language competence for international students in Australian universities emerged. If weak language skills create problems for students in Australian universities where the academic staff are fluent in English and students experience English off-campus in their daily lives, presumably it would create much bigger problems in countries where English is not used off-campus and the fluent language skills of academic staff are also limited.

Once the learners have a basic literacy skill in the L1 and open skills in the L2, they can begin reading and writing in the L2, efficiently transferring the literacy skills they have acquired in the familiar language. The pedagogical principles behind this positive transfer of skills are interdependence theory and the concept of common underlying proficiency, whereby the knowledge of language, once oral L2 skills are developed, and no re-learning is required.

According to June Jordan (2009), “You will never teach a child a new language by scoring, ridiculing and forcibly erasing his first language.” At the beginning of education, mother tongue instruction is very important not only to develop a strong educational foundation, but also to strengthen the cognitive development of learners (Ricablanca, 2014). Unless the mother tongue is used in education, there is a big gap between the student’s home and the school. By developing literacy skills in the first language, mother tongue-based multilingual education helps strengthen the first language and provides a smooth transition from L1 (first language) to L2 (national language) or L3 (international language) to be used as a medium of instruction (Ricablanca, 2014).

This implies that, if an education system submerges learners in L2 without first trying to further develop the skill they already have in L1, the school risks impeding their competency in L2 for years to come, while also limiting continued, independent development of their L1 (Ricablanca, 2014). This is because the sustained use of a foreign language of instruction in schools negatively impacts the way children, learn to think, thus interfering with their cognitive development (Wigglesworth & Simpson, 2008). Therefore, when education system imposes a foreign language on children, disregarding their initial contact with a language and pattern of processing new information, inhibits their development of cognitive function (Ricablanca, 2014)

This is the local language which an individual possesses consciously or unconsciously. It is an indispensable cultural legacy with which all forms of human interactions are carried out, it is the most effective engine of a people’s culture (Adeleye and Ogunremi, 2017). Olaoye (2013) submits that mother tongue is the key to the heart of the people, if we lose the key, we lose the people, if we treasure the key and keep it safe, it will unlock the door to wealth and affluence. Benson, Anyalebechi and Ariole (2017) submit further that education through the indigenous languages will stimulate learners’ productivity more than the foreign language and making learning more functional.

Mahboob and Cruz (2013) in their study showed that the reality in the Philippines is that the people regard English as the premium language with Filipino and other local languages relegated to the background. In fact, they found that more than half of the respondents considered themselves to be highly proficient in English and at the university level, over 90% preferred English as the medium of instruction above any other language.

Moreover, Burton (2013) and Wa-Mbaleka (2014) found that although contented with the increase in student understanding, teachers and parents expressed concern about the future suggestions for learning in the dialect rather than in English. Furthermore, as Burton (2013) uncovered, teachers have ambiguous feelings towards the implementation of MTB-MLE. While they are following the policy, they have covertly resisted the system because of future concerns about the outcomes of the MTB-MLE (Burton, 2013).

Mother tongue is valuable due to several reasons. Mother tongue is vital in framing the thinking and emotions of people. Learning to speak in the mother tongue is very necessary for a child's comprehensive development. Being fluent in the mother tongue, which is also known as the native language, benefits the child in numerous ways. It associates him to his culture, ensures enhanced cognitive development, and supports in the learning of other languages. A child first comprehends what is around them through the language they hear their mother communicating in from before they are born and thought their lives. Many children across the developing world are learning very little in school, a reality that can be linked to teaching that is in a language they do not fully understand. It is a practice that leads to limited or non-existent learning and acquisition of knowledge and skills alienating experiences, and high drop-out and repetition rates

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Mother tongue interference can affect students' English-speaking skill especially in pronouncing the words intrinsically. Considering Rejang language is the dominant mother language used by students at IAIN Curup, the students as EFL learners often use their mother tongue in daily communication and at campus, and Rejang students pronounce English words in a different way. This study investigated the forms of Rejang language interfering students in pronouncing English words, and how they were interfered. This was a descriptive study in the field of English pronunciation elaborated in a qualitative way. Recorded interviews and pronunciation testing were the main techniques of collecting data. Interview guide, validated pronunciation test, and document analysis were the instruments. There were 16 students who used Rejang language in daily communication, and they were incorporated as the subjects of this study.(Leffi Noviyenty, Mesi Irene Putri 2021).

Design of Study

This study used the descriptive research designs. The descriptive research data will be collected through research tools. The collected data will be analyzed by using statistics. The design shows that quantitative and qualitative data were collected at approximately the same time. Quantitative data were collected followed by qualitative data collection. The quantitative data were the analyzed followed by the analysis of qualitative data. The two results were compared and integrated during the analysis phase so as to support the understanding of the research questions that were being considered. The target population comprised of 100 pupils, teachers, and parents out of whom 100 elementary pupils, 80 teachers and 30 parents. Saturated sampling technique was used to select the head teachers, the elementary schools, and class 3 teachers of lower primary, while simple random sampling was used to select the learners. All teachers teaching at elementary level. All students enrolled.

Population

Population of this study consists of all elementary schools of District Haveli AJK during session 2020-2021. All teachers of the districts and all parents of the enrolled students.

Sample

Sample of this study consists of 100 elementary students, 80 teachers and 30 parents of District Haveli AJK by using simple Random techniques to avoid nepotism or favoritism.

Research Tools

Researcher developed questionnaire as research tools with the help of research supervisor. The tools consist of 2 questionnaires for example

1. **Questionnaire For Teachers And Parents**
2. **Interview For Students**

Sr.no	Items	Yes	No
1	You speak mother tongue at home.		
2	You speak mother tongue at school		
3	You speak mother tongue at market/bazar.		
4	You speak mother tongue at playground.		
5	You speak mother tongue during traveling.		
6	You feel easy in mother tongue.		
7	You like poetry in Mother tongue.		
8	Teacher teach you in mother tongue.		
9	Mother tongue books available.		
10	You communicate with other in mother tongue.		

This Graph shows that 95 students agreed that they speak mother tongue at home and 5 students disagreed that they did not. It shows that majority of the students were using mother tongue at homes. Students agreed that mother tongue use at home easily. Mother tongue is easy, and students can understand it with more interest.

The students responded that 10 students agreed that they use mother tongue in school and 90 students not agreed this statement. It shows that majority of students were not used in Mother tongue in school. Almost students say that mother tongue not easy to speak at school. Students speak Urdu at school easily and can understand.

This percent of graph shows that 35 percent of students agreed and 65 disagreed that they were use mother tongue in market. It means that majority of the students were not use their mother tongue in bazaar, they use local language in market. Mostly students says that mother tongue not easily use in market or bazar. I think mother tongue easy speak in market.

In the Graph shows that 30 % of students are agreed with statement and about 70% of students are disagreed with statement. So, majority of students is against the statement. The attitude of students towards the mother tongue as the medium of instruction is positive.

In this statement of Graph No.5 shows that 50% of students are agreed to the statement and 50% of students are disagreed with the statement. So, half of the population is agree with statement and half of the population is disagree with the statement. Mother tongue is effective for the passenger or during traveling.

In the Graph No 6 shows that the 80% of students are agreed to the statement and 20% of students are disagreed with the statement. Mother tongue feels easy. Majority of the students agreed this statement. These observations were also reinforced by the researcher's observations as well as the students.

In the Graph No 7 round-about 35 % of students are agreed with the statement and round about 65 % students are disagreed with the statement. The attitude of students towards the mother tongue as the medium of instruction is positive. These observations were also reinforced by the researcher's observations as well as the students.

In the Graph No 8 shows that the 10% of students are agreed with statement and the 90% of students are disagreed with the statement. So the majority of students are disagreed with statement. The attitude of students towards the mother tongue as the medium of instruction is positive.

In the Graph No 9 20% of students are agreed with the statement and 80% of students are disagreed with the statements in this graphs majority of population is disagreed with the statement. This observations were also reinforced by the researcher's observations as well as the students.

In this statement of Graph No.10 shows that 50% of students are agreed to the statement and 50% of students are disagreed with the statement. So, half of the population is agreed with statement and half of the population is disagreed with the statement. These observations were also reinforced by the researcher's observations as well as the students.

4B.2 Responses about Mother tongue as a medium of instruction through parents and teachers.

The above data given in graph shows that most of the students responded that about 35% of students agreed with the statement 20 % students strongly agree with statement, 15 % of students responded disagree, 10% students strongly disagree, 20% student response on undecided that they like to read the mother tongue. These observations were also reinforced by the researcher's observations as well as the students.

In this statement the researcher observe that 10% students are strongly agree ,25% students are agreed, 25% students are undecided ,30 % students are disagreed and 10% students are strongly disagreed with the statement. Writing in Mother tongue is very difficult for the respondent.

In this statement the researcher observe that 30 % students are strongly agree ,40% students are agreed , 0% students are undecided ,25 % students are disagree and 10% students are strongly disagree with the statement. Mother tongue is very easy to listing in every field of life.

In this statement the researcher observe that 45 % students are strongly agree and 55% students are agree with the statement. So, the majority of the students are agree with the statement. Mother tongue is easy to understand in every field of life.

In this statement the researcher observe that 25 % students are strongly agreed ,70% students are agreed , 0% students are undecided ,5 % students are disagree and 0% students are strongly disagreed with the statement. These observations were also reinforced by the researcher's observations as well as the students.

In this statement 0 % students are strongly agreed ,5% are agree ,0%are undecided ,60% students are disagreed and 35% students' response are strongly disagree. These observations were also reinforced by the researcher's observations as well as the students.

In this statement the researcher observe that 5 % students are strongly agree ,0% students are agree , 05% students are undecided ,45% students are disagree and 45% students are strongly disagree with the statement. Respondent cannot feel difficulty in Urdu. They use easily in every place.

Its observe that 10 % students are strongly agree ,40% students are agreed, 5% students are undecided ,35% students are disagreed and 10% students are

strongly disagreed with the statement. Mostly students feel difficulty to using English as a medium of instruction.

In this statement the researcher observe that 5 % students are strongly agreed ,35% students are agreed , 20% students are undecided ,30 % students are disagree and 10% students are strongly disagree with the statement. Mother tongue is easily for students and teachers, they want to continue the study in mother tongue.

In this statement the researcher observe that 15% students are strongly agree ,55% students are agree , 10% students are undecided ,15 % students are disagree and 05% students are strongly disagree with the statement. Teacher's wants that students easily feel study in English.

Its observe that 30% students are strongly agreed ,55% students are agreed , 0% students are undecided ,5 % students are disagreed and 10% students are strongly disagreed with the statement. The almost students agreed that the course is in Urdu not in mother tongue.

Its observe that 0 % students are strongly agree ,25% students are agree , 5% students are undecided ,40 % students are disagree and 30% students are strongly disagree with this statement. Books are not available in mother tongue and not easy to study the students.

In this statement round about 25% students are strongly agree, 55% students are agree 15% of students are disagree and 55 are strongly disagreed. Majority of the respondents agreed that their course is in urdu.it is very easy for their.

It's observed that 15 students are strongly agreed for this statement and 70 students agreed, and 0 undecided 5 disagreed and 10 strongly disagreed of this statement. The respondents agreed their course is in also English.

Discussions

Mother tongue is an important tool for the learner to learn more effectively at elementary level. Teaching in Mother tongue is very effective and easy for the students. They understand and communicated in it with more freedom. Mother tongue should be used as medium of instruction. It is also proved by Moscow Conference(2016), Moscow and(UNESCO, 2013). It is also proved by Walter (2010). This study was proved that mother tongue is easy for students. It also studies by Beatrice Hernández May 2018.This study show that mother tongue is interesting for students. It is also proved by Goran Linde (2012). Mother tongue motivate students in learning.

Teaching should be in mother tongue because students can easily understand the mother tongue instead of national languages. This is also identified Angelina Kioko 16 January 2015. Mother tongue is very easy from the students to understand each and every thing.

To be a communicate in mother tongue than in a foreign language in the learning process. This is also proved by Zhetpisbayeva, Shelestova and Tatyana (2015) that individuals communicate in their mother tongue, they may have a perception that communication in another language is not necessary. If the foreign-language levels of understanding are not sufficient, they prefer to communicate in mother tongue in order to not force themselves to learn a foreign language. This is because the language coding in the brain is the mother tongue, which was first learned and spoken at home.

The majority of the students practice their native tongue regardless of the negative view which is found in their native language in their surroundings. This study also has similarities with Kelleher,(2013) many institutes try to stop the usage of their mother tongue from institutes it, but in vain, 64% of participants believe that a native language can help to learn a second language or foreign language easily but still, 90% of the teachers did not agree that using mother tongue can improve their foreign language skills and do not allow the learners to speak mother tongue in the classrooms, this is not a strange argument because many institutes illegal the usage of mother tongue in classrooms.

Findings

1. Mother tongue used easily in home, school, market and playground etc.
2. Students could easily understand and communicate in mother tongue at home and at as school.
3. Learning felt difficulty learning in national/international languages instead of mother tongue.
4. Students easily comprehends in Mother tongues as compared to other languages.
5. Students like to study in mother tongue.
6. Mother tongue General books are available but not curricular and textbooks.

Recomandations

- 1) Textbook may be in mother tongue at elementary level for making learning more effective.
- 2) Expert teachers may be available in school for teaching mother tongue at elementary level.
- 3) Teachers may be trained in both mother tongue and medium of instruction.

- 4) Textbooks may be developed in mother tongue.
- 5) Mother tongue teachers need to be clearly trained in teaching technical school subjects for effective learning.

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